Gender, Economic Development, and Globalization
MW 11:50 – 1:10 pm
GC 4700

Course Description:
This course examines the gender dimensions of economic development and globalization from the perspective of feminist economics. The course focuses on gender inequalities in work, control over resources, and well-being outcomes in the global South (a.k.a. developing countries/Third World). The course showcases interdisciplinary social science scholarship.

The first part of the course (I & II) provides an historical overview of the policy-oriented field of gender and development that emerged in the 1970s, the conceptual frameworks of feminist economics, and measures of gender inequality.

The second part (III & IV) is a survey of topics. It starts with a review of the common set of macroeconomic policies pursued in both the global South and the global North since the early 1980s. These policies frame both the gender-differentiated impacts of policy and the initiatives that are implemented to reduce inequalities between men and women. The plan is to cover structural adjustment programs; women’s employment and working conditions in export sectors; poverty, microcredit, conditional cash transfers; international migration, trafficking; violence against women; and strategies for reducing gender inequalities and promoting well-being of all people, including reformulation of macroeconomic policies through gender-responsive budgets and human rights approach, and the limits of smart economics. The geographic focus and topical emphasis in the second part will be partly determined by student interest and background.

The course does not have any prerequisites, other than interest in the content and a social science background (economics or other). The assigned reading per class meeting will entail choices (i.e. students will choose one of the research articles to read).

Course Outcomes:
By the end of the course, students can expect to become proficient in the following areas:

(1) Substantive Knowledge of the Field: Students should gain an understanding of the core concepts and chains of reasoning on causes, consequences, and policy/strategies on problems in the area of gender, development, and globalization.

(2) Critical Analysis: Students should be able to critically analyze theoretical frameworks and policy proposals pertaining to the topics covered.
(3) **Articulation and Application**: Students should be able to clearly articulate feminist economics ideas in interpreting statistics and policy proposals/strategies for promoting gender equality.

**Required Texts**:  
- Other readings on the syllabus available on Canvas.

**Teaching and Learning Methods**  
The class will have a seminar format that includes short lectures by me, whole class discussion, in-class small group work, student presentations.  

The *Canvas course page* has a one-stop module, which has a plan for each class meeting, the readings, assignments, exam study guide, and other materials. The plan for each class includes study questions to help review the assigned material and prepare for the class discussion. The plans for the week will be posted the weekend before the class meetings (at the latest, by noon the day before the class meeting). In addition, we will use the “Announcements” and “Discussions” tools. Checking Canvas on a regular basis (i.e. at least three times a week) is vital to your success in this class.

**Grading Policy and Scheme**:
Grades in Econ/Gndr 5560 will be determined by:
10% Participation  
10% Class presentation & discussion leadership on one assigned journal article  
25% Short assignments  
25% Midterm exam  
30% A topic synthesis paper  
The course grade will be based on overall class performance at the end of the semester; that is, the letter grades will be based on a curve. The course grade will take into consideration such elements as effort, improvement over time, and the quality of participation. Econ 6560 students will be held to higher standards on all assignments and will write a more substantial (longer and more in depth) paper.  

**Participation**: It is essential that you attend every class meeting and that you are both prepared and willing to discuss the assigned reading material, respond to questions, engage one another in intellectual conversation in a courteous manner. Participation means being engaged and can take many forms (a question, an answer, sharing course-related news items). It will also entail posting a comment and question for discussion on the reading for the day to be addressed in class (See below Comment on Posting).  

**Class Presentation and Discussion Leadership**: Each student will post one 200-word introductory comment plus a question for discussion on Canvas Discussions on one article from part III of the syllabus. These will be due by **3:00 pm** two days before the class in which the reading will be discussed (i.e. Saturdays or Mondays). Each student will make a 10-minute powerpoint presentation and lead class discussion on the day for which they have written the introductory comment on the assigned reading. The presenter of the article will integrate the Canvas posts and questions on the article in her/his
presentation and situate/relate the article to the course readings. A sign-up sheet for article choices will be distributed.

**Comment on Posting:** Students not posting an introductory comment on an article will be expected to post a short (about 100 words) response to the introductory comments and the reading assignment of the day and include a proposed question for class discussion. These responses/questions must be posted by 3:00 pm on the day before the reading will be discussed in class (i.e. Sundays or Tuesdays). Students may miss up to two of the short responses without penalty. Late or unthoughtful postings will not receive full points.

**Short Assignments:** 2-page/500-600-word (double-spaced) assignments entail looking up statistics, reading short pieces, or responding to a film—each in light of assigned course reading (5 of these are planned). Assignments are due at the beginning of the class (in paper or via email), unless it is a response to a film viewed in class, in which case it will be due the following class meeting. Late assignments will not be accepted but there will be one extra assignment, which will allow you to make up any that you may have missed for an excused absence.

**Midterm Exam:** The exam covers the foundational material in parts I and II of the course and is scheduled for **Wednesday, February 19.** The exam will consist of essay-type questions, which will come from a study guide to be distributed a week before the exam.

**Paper:** A 2500-word synthesis paper on a topic of choice in Parts III or IV of the syllabus. The paper will draw upon a broader set of readings on the topic than the ones on the syllabus. Econ 6560 students will write a longer paper. A guideline will be provided.

**Class Rules:**
- You may address me as Dr. Berik, Professor Berik or Günseli ((but not Ms Berik)
- I recommend taking notes by hand during class, which enables a superior form of learning the material.
- Surfing the internet or texting in class is not acceptable. Assigned reading should be completed before the class meeting, so that there is no need to use laptops to access course material during class.
- Other basic expectations include:
  - Arriving on time for class;
  - Not making a habit of moving in and out of class;
  - Treating each other and differing points of view with respect;
  - Filling out course evaluations at the end of semester with specific comments to allow me to incorporate student feedback into course design.

**University Policies:**
**Drop, add, and withdrawal deadlines:**

Friday, January 10 is the last day to register (add) without permission code;
Friday, January 17 is the last day to add, drop (delete), elect C/NC, audit;
Friday, March 6 is the last day to withdraw from the course.
**Americans with Disabilities Act (ADA):** The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

**University Safety Statement.** The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu. In cases of domestic violence or the threat of domestic violence (including intimate partner danger in a dating relationship), another source of assistance is the Utah Domestic Violence Coalition, whose phone number is 800-897-5465. (Inclusion of the previous sentence in U of U syllabi was recommended by Washington State University Prof. Jill McCluskey, whose daughter was a U of U student murdered on the U campus in 2018 by a man she had dated.)

**Addressing Sexual Misconduct.** Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, SSB, 801-581-2677 (COPS).

**Student Wellness** Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc. can interfere with a student’s ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness www.wellness.utah.edu; 801-581-7776.

**Academic Honesty/Plagiarism** In compliance with strict standards of academic honesty, in your paper you should always cite/reference any words or ideas that are not your own. Sharing of others’ essays, uses of pre-written, purchased, or downloaded materials also violates academic honesty, which are grounds for failure or dismissal from the course and from the University. Making a habit of using your own words as much as possible is helpful in guarding against problems in this respect. Whenever in doubt, please ask me.
**Student Names & Personal Pronouns** Class rosters are provided to me with the student’s legal name as well as “Preferred first name” (if previously entered by you in the student profile section of your CIS account). While CIS refers to this as merely a preference, I will refer to you with the name and pronoun that feels best for you in class, on papers, exams, group projects, etc. Do advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and your pronoun will be respected.

**Course Schedule and Readings**

This syllabus is subject to change. **Any changes in this schedule or readings will be announced in class and reflected in the course plans posted on Canvas.** Each student is responsible for keeping up to date with any changes.

**I. INTRODUCTION**

**January 6**  
Introduction and Overview

Course objectives, themes, and expectations; getting to know each other

**January 8**  
Gender Inequalities in the Global South: An Introduction


UNDP 2020. *Sustainable Development Goals*  

Focus on Goal 5: Gender Equality  

**II. HISTORY OF THOUGHT OF GENDER, DEVELOPMENT AND GLOBALIZATION**

**January 13 From WID to GAD**

Benería, Berik, and Floro Ch. 1: 1-14


**January 15  Postmodern Critique and Responses**

Benería, Berik, and Floro  Ch. 1: 14-21


**January 20  Martin Luther King Jr. Day—No class meeting**

**January 22 & 27 Feminist Economics: Conceptual Frameworks**

Benería, Berik, and Floro, *Gender, Development and Globalization* Ch. 1: 28-30; Ch. 2: 41-43; 51-67.


**January 29, February 3 & 5 Unpaid Work: Conceptual and Measurement Issues**

Film: *Who is Counting?* (1995) 52 mins

Benería, Berik, and Floro, Ch. 5 pp. 179-182; 188-215


**February 5 Assignment:** Valuing care and the environment
February 10 & 12 Measures of Gender Inequality

Benería, Berik, and Floro, Ch. 1: 31-33

Van Staveren, Irene. 2013. “To Measure is to To Know? A Comparative Analysis of Gender Indices” Review of Social Economy 71(3) pp. 2-12; Tables 2-6, Fig. 1, Table 10.


February 12 Assignment due: The world’s best (and worst) countries for women

February 17 Presidents’ Day—No class meeting

February 19 MIDTERM EXAM (covers Parts I and II)

III. GLOBALIZATION AND GENDER INEQUALITIES

February 24 & 26 Structural Reforms and Neoliberal Macroeconomic Policies

Benería, Berik, and Floro Ch. 1: 21-25; Ch. 2: 77-83

Film: Rich World, Poor Women (2003) (segment on Senegal) 20 mins


March 2 & 4 Global Feminization of Labor and Commodification

Benería, Berik, and Floro, Ch. 3: 103-107; 112-130; Ch. 4: 143-161


**March 8 – 15 Spring Break—NO CLASSES**

**March 16 & 18 Working Conditions in Export Factories**

Benería, Berik, and Floro, Ch.4: 164-175

Film: *China Blue* (2005) 86 mins


**March 18 Assignment due:** Response to *China Blue*

**March 23, 25 & 30 Poverty, Conditional Cash Transfers, Microcredit**

Benería, Berik, and Floro, Ch. 4: 161-163; Ch. 5: 215-216


Film: *The Micro Debt: A Critical Investigation*

**April 1 & 6 Violence Against Women: Capability Deprivations of Life, Bodily Health, and Bodily Integrity**


Bhattacharya, Bedi, and Chhachhi. 2011. “Marital Violence and Women’s Employment and Property Status: Evidence from North Indian Villages” *World Development* (sections 1-3, 6; Tables 3-7)

**April 8 & 13 International Migration and Trafficking**

Film: *Letters from the Other Side* (2006) 73 mins

Film: *Maid in Lebanon* (2011) 25 mins


**April 13 Assignment due: Migration of Latinos to the US**
IV. STRATEGIES FOR ADVANCING WELLBEING AND OVERCOMING GENDER DISPARITIES

April 15 & 20

Benería, Berik, and Floro, Ch. 6


Razavi, Shahra. “Sustainable Development Goals” working paper.

Elson, Diane. 2019. “Gender Responsive Budgets” working paper


**Monday, April 27, 5 pm  Papers are due**